

# *Penn Cambria Curriculum*

<b>Course Name</b>	<b>Sculpture</b>
<b>Length of Course</b>	1 quarter (9 weeks) in block schedule    ½ credit
<b>Grade Level</b>	9 - 12
<b>Prerequisites</b>	None
<b>Course Description</b>	This course provides the opportunity to develop a tactile, visually aesthetic yet functional collection of sculpture. Students will study design concepts and how they relate to three dimensional artwork. They will effectively and structurally analyze artwork via classroom presentations, evaluations and art essay.
<b>Units of Study</b>	<ul style="list-style-type: none"> <li>• Pottery (ceramics)</li> <li>• Relief sculpture (masks)</li> <li>• Free standing sculpture</li> <li>• Decoupage</li> </ul>
<b>Materials</b>	Supplemental Materials: <ul style="list-style-type: none"> <li>• Misc. Art supplies</li> <li>• CD's</li> <li>• Vocabulary Booklet</li> </ul>

## **Unit: Sculpture**

**Estimated Time:** 8 weeks

### **Standard Alignment:**

- 9.1.12B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12C – Integrate and apply advanced vocabulary to the arts form.
- 9.1.12E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.12H – Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
- 9.2.12L – Identify, explain and analyze common themes, forms and techniques from works of arts.
- 9.4.12A – Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.

### **Curricular Objectives:**

#### **A. Students will:**

- Use problem-solving and creative thinking skills to create unique, appealing and expressive art.
- Use problem-solving process to deal successfully with problems which arise in the creation of the art.
- Use creative thinking process to create unique art which is aesthetically appealing, expresses theme and mood/feeling, and demonstrates understanding of the concepts of art.
- Explain own problem-solving process.
- Create a three-dimensional form by carving, modeling or assembling.
- Demonstrate the ability to manipulate materials, (i.e. foam, plastic, cardboard) and objects (found, recycled) for greater visual satisfaction.

- g. Understand the methods and techniques involved with hand-thrown ceramic construction for: coil, slab, and wheel.

### **Assessments/ Measurement of Objectives:**

- The students will create art in a responsible manner by transferring learned design elements and principles to a variety of art projects.
  - Elements: Point, line, shape, value, color, texture, form, and space.
  - Principles: Balance, variety (contrast), repetition (rhythm), emphasis, movement and unity.
- The students will demonstrate vocabulary knowledge via written and oral presentations.
- Completion of art project
- Written essays, summaries and narratives.

### **Learning Activities:**

#### **A. Pottery (Teacher demonstration of throwing on the wheel).**

- a. Students make 3 hand-built clay pieces (roughly, quickly, practice) along with teacher demonstration.
- b. Students perfect throwing on the wheel
- c. Student chooses: hand-building method or a combination of several to make a container.
- d. Student finishes pieces and glazes them after they have been bisque-fired.
- e. Student sketches his finished pieces.

#### **B. Relief Sculpture (Masks)**

- a. Arrange found objects into masks.
- b. Apply wet Paris-craft strips in 3 crisscross layers.
- c. Let dry.
- d. Apply tempera and acrylic.
- e. Embellish with beads, feathers, etc.

#### **C. Free Standing Sculpture**

- a. Explore a 3-dimensional form by casing cut cylinders, tubes and found objects.
- b. Acrylic and or spray paint application.

#### **D. Decoupage**

- a. Find and cut out magazine photos and phrases that describe you.
- b. Decoupage onto a found 3-dimensional object.

#### **E. Daily sketches and prompts.**

#### **F. Reading across the curriculum activities related to sculpture**

## Unit: Art Appreciation

**Estimated Time:** 1 week

### Standard Alignment:

- 9.1.12C – Integrate and apply advanced vocabulary to the arts form.
- 9.2.12A – Explain the historical, cultural and social context of an individual work in the arts.
- 9.2.12D – Analyze a work of art from its historical and cultural perspective.
- 9.2.12H – Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
- 9.2.12I – Identify, explain and analyze philosophical beliefs as they relate to works in the fine arts.
- 9.2.12L – Identify, explain and analyze common themes, forms and techniques from works in the arts.
- 9.3.12A – Explain and apply the critical examination processes of works in the arts and humanities. (Compare and contrast, Analyze, Interpret, Form and test hypotheses, Evaluate/form judgments).
- 9.4.12B – Describe and analyze the effects that effects that works in the arts have on groups, individuals and the culture.

### Curricular Objectives:

- A. Explain and appreciate the cultural and historical context of sculpture as an art form.
  - a. Research sculpture art from several points of view (cultural, artists, movements, historical, technical, etc.).
  - b. Know how a specific culture's sculpture expresses details of that culture (values, settings, Religion, etc.).
  - c. Evaluate and respond to diversified pieces of sculpture on the basis of the elements of design, subject matter and theme.
- B. Demonstrate an increased awareness of social, natural, and human-made surroundings.
  - a. When placed in a familiar natural setting, social setting and/or site in a building or neighborhood be able to verbally identify elements not before noticed in more than one sense (smell, sound, sight, feeling, taste).
- C. Demonstrate an introductory understanding of theme, style, and technique in sculpture.
  - a. Know the concepts of theme, style and technique in sculpture.
  - b. Know about two or three major artistic movements (abstract, expressionism, impressionism, classical realism, etc.) including when, artists, major works in sculpture, themes, styles, techniques, source of ideas, media, etc.
  - c. Using artistic terms and concepts related to sculpture; be able to give a personal response to these movements.
  - d. Identify and describe theme, style, technique in sculpture and classify sculpture by theme and style.
  - e. Identify and describe theme, style and technique of your artistic work.
- D. Demonstrate proficiency in artistic skills related to sculpture.
  - a. Explain feelings art is meant to produce.
  - b. Identify elements of art related to sculpture. (line, texture, shape, form, color, space)
  - c. Identify principles of art related to sculpture. (variety, movement, repetition, emphasis, unity)

### Assessments/ Measurement of Objectives:

- Written essays, summaries and narratives.

### Suggested Methods of Instruction / Learning Activities:

- Essay using design elements and principles to describe a famous painter's art work.
- Library research
- On going references throughout the course.